**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** United States History, Honors

**Date:** Tuesday, December 6, 2011

**Objective:** HWBAT analyze how progressive era reforms solved the problems of industrialization.

**Learning Goal:**

5.2.1.b Describe local, state and national reforms that addressed political corruption, including secret ballot, referendum, initiative, recall, the city manager, and the direct election of senators. **(referendum, initiative, recall, city manager, direct election of senators, Australian ballot)**

5.2.1.c Describe the impact of the 16th, 17th, 18th, and 19th amendments to the Constitution **(16th, 17th, 18th, 19th amendments)**

5.2.1.d Describe the impact of government actions on big business and labor, such as Supreme Court cases and legislation as remedies to problems in society. **(Clayton Anti-Trust Act, Sherman Anti-Trust Act, Interstate Commerce Act, trust-busting, Theodore Roosevelt)**

5.2.1.e Analyze the role of presidential power and the shaping of the modern presidency, such as the Square Deal and Roosevelt’s response to the 1902 Coal Strike. **(Square Deal, 1902 Coal Strike, executive power, Theodore Roosevelt, Woodrow Wilson)**

5.2.1.f Evaluate how the Progressive movement impacted women and immigrants. **(18th amendment, socialism, minimum wage – maximum hours legislation, 19th amendment)**

5.2.1.g Analyze African-American responses to inequality, such as the Niagara Movement, the establishment of the National Association for the Advancement of Colored People (NAACP), the Urban League, and the Universal Negro Improvement Association. **(NAACP, Urban League, Universal Negro Improvement Association)**

5.2.1.h Analyze conservationism and creation of national parks during the Roosevelt administration. **(conservationism, preservationists)**

5.2.1.i Explain the reasons for the creation of the Federal Reserve system and its influence on the economy of the 1920’s. **(Federal Reserve Act, monetary policy)**

5.2.1.j Describe the positive and negative impact of the Progressive Era. **(expansion of government involvement, 16th, 17th, 18th, 19th amendments, anti-lynching legislation,)**

**Essential Question:**

How did progressive reforms solve the problems caused by industrialization?

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| **Type of Lesson:** | **Agenda:** |
| Developing (Two-Day Plan) | 1. Call to Order 2. Expectations for reading/note-taking 3. Note-taking 4. Document Exploration 5. Writing Assignment |
| **Call to Order: (5-8 minutes)** | |
| Students will enter the room, take out their notebooks, and begin their Call to Order, which is posted on the board:  ***Complete the pre-assessment. When you are finished, come up to the computer and scan your assessment in.*** | |
| **Introduction of New Material: (45 minutes)** | |
| Teacher will introduce the solutions to the problems of the industrial era. Students will be asked which problems were solved and which ones were not. More specifically, the teacher will introduce the following:   |  |  |  | | --- | --- | --- | | **BIG IDEA** | **DETAILS OF REFORM** | **RESULT** | | New political processes | Initiative – citizens suggest ideas  Referendum – citizens vote on ideas, not people  Recall – citizens can remove officials  Primary Elections – citizens elect candidates for their political party  17th amendment – direct election of senators | Greater democracy, less corrupt political machines | | **CFU:** Who would be opposed to the demise of political machines? Why would they be opposed? | | | | Muckraking | Journalists helped shed light on big issues looming “underneath the surface”.  The Food Inspection Act was passed after The Jungle and other works exposed dangers in foods and medicines. | Politicians took action. According to Roosevelt, Muckrakers should have given more solutions rather than just complain. | | **CFU:** Why might muckraking cause politicians to take action? | | | | Presidential legislation (laws) | Theodore Roosevelt’s “Square Deal” and “New Nationalism" and Woodrow Wilson’s New Freedom”.  Clayton Anti-Trust Law formally acknowledged unions, allowing them to strike. | Expanded gov’ts role in big business. Ended corporate privilege. | | **CFU:** How was the Clayton Anti-Trust act different from the Sherman Anti-Trust Act? | | | | Women’s Movement | Helped pass laws regarding housing and work (ex. Jane Addams)  19th amendment – women’s suffrage | Women gained rights in the work place and gained the right to vote. | | **CFU:** Why do you think the women’s movement helped solve issues of housing and work, and not just suffrage? | | | | Conservation | Roosevelt wanted carefully managed development | Parks were fenced off, developed areas were maintained with more government regulation | | **CFU:** How does conservation happen today? | | | | Federal Reserve was Created | Greater elasticity (ability to change) credit and currency | FED could control how much money was in circulation | | **CFU:** What does elasticity mean? How does it apply to money supply? | | | | |
| **Guided Practice:** | |
| Students will be provided a set of questions. Students will choose one of the question to answer, taking 4 minutes to completely flesh out their idea:  Super Power: If you had the power to “time travel” back to the time that Wilson and Roosevelt were presidents. What advice would you give them in creating their legislation (laws)?  Problem Solving: During the progressive era, there was a shift to conservation. If you were to apply the same theory of “managed development” to Baltimore, where in this city would you build more houses? Where would you section off places where there would be little development?  Alternation Point of View: Tell the story of being in a meat-packing factory in Chicago (just like in The Jungle) from a rat’s point of view.  What If: What if the 17th amendment had never been passed? What if the 19th amendment had never been passed?  Next: Predict what the positive and negative impact will be of the Federal Reserve having control over the money supply.  Students will pair and share. If time allows, students will share aloud. | |
| **Independent Practice:** | |
| Students will re-take the pre-test that they took at the beginning of class. | |
| **Closing:** | |
| Teacher will give directions for work time tomorrow, which includes the exit ticket as well as the completed Document Based Question. | |
| **Homework:** | |
| Complete the Document Based Question and the exit ticket in class tomorrow. | |
| **Accommodations:** | |
| None necessary. | |

**Assessment Items:**

**5.2.1.b**

1. **Progressives supported greater participation in the political process through all of the following EXCEPT?**
2. primary elections
3. recall
4. initiative and referendum
5. direct election of senators
6. city manager government

**5.2.1.a**

1. **“Underneath the surface…the activity of privilege appears, the privileges of the street railways, the gas, the water, the telephone, and the electric-lighting companies. The connection of these industries with politics explains the power of the boss and the machine.”**

Who would most likely have made this statement?

1. a Puritan
2. a Populist
3. a Transcendentalist
4. a Muckraker
5. an isolationist

**5.2.1.d**

1. **What was the federal government’s attitude toward trusts during most of the Progressive period?**
2. the government should not interfere with the organization of trusts or their operation
3. good trusts should be allowed to exist subject to proper governmental regulations
4. the wealth that trusts created justified full government support
5. all trusts were bad because they stifled competition
6. government should support large trusts and business consolidations

**5.2.1.e**

1. **Woodrow Wilson’s “New Freedom” and Theodore Roosevelt’s “New Nationalism” were similar in that both**
2. expanded the rights of states to regulate business operations within state borders
3. removed restrictions on the rights of women and minorities
4. expanded the government’s role in regulating businesses and business monopolies
5. removed restrictions on the rights of unions to organize within the workplace
6. expanded the notion of individualism inherent in their laissez-faire economic policies

**5.2.1.f**

1. **In general, the women’s club movement**
2. played an important role in winning passage of state laws regulating conditions of housing and the workplace
3. confined its activities to social and cultural activities
4. seldom adopted positions on controversial public issues
5. overtly challenged the prevailing assumptions about the proper role of women in society

**5.2.1.c**

1. **Ratification of the seventeenth amendment is considered a progressive victory because by**
2. providing for the direct election of United States senators, it took their election out of the hands of state legislatures
3. establishing a regulatory commission for all industry, it furthered the concept of a planned economy
4. providing for the income tax, it had the effect of redistributing wealth in the United States
5. making the manufacture and sale of alcoholic beverages illegal, it furthered the progressive goal of moral purity

**5.2.1.a**

1. **Theodore Roosevelt’s chief criticism of the muckrakers was that they**
2. influenced only a limited number of voters
3. supplied the Democrats with good political issues
4. undermined reforms already in progress
5. lacked sufficient documentation for many of their writings
6. were more adept at exposing abuses than at constructive efforts

**5.2.1.d**

1. **The Progressive movement’s attitude toward monopoly was one of**
2. advocating a cooperative economy
3. encouraging the progressive development of trusts which had a social conscience
4. ignoring the subject as if of minor importance in comparison with dishonest politics and corrupt morals
5. advocating the end of corporate privileges in government and the regulation or destruction of trusts
6. desiring the institution of profit-sharing

**5.2.1.b**

1. **The main purpose of initiative, referendum, and recall was to**
2. reduce federal control over local government
3. enlarge citizens’ control over state and local governments
4. stimulate economic growth
5. restore the balance between state federal power

**5.2.1.d**

1. **The Clayton Anti-Trust Act**
2. held that trade unions fell under the anti-monopoly restraints of the Sherman Act
3. regarded labor as an article of commerce
4. helped Congress to control interstate commerce
5. explicitly legalized strikes and peaceful picketing

**5.2.1.a**

1. **What happened to bring about the passage in 1906 of the Pure Food and Drug Act and the Meat Inspection Act?**
2. the revelation that Colden’s Liquid Beef Tonic contained 26.5% alcohol
3. the disgusting descriptions found in The Jungle
4. proregulation pressure from the larger food-processing, meatpacking, and medicinal companies
5. all of these choices are correct

**5.2.1.c**

1. **Most urban working people opposed the actions of the progressives against the party machines because:**
2. the machines were a source of jobs and services
3. the bosses tended to be of the same nationality as the progressives
4. they felt that the progressives were meddling, middle-class snobs who did not understand their lives
5. they had been threatened with violence by the bosses if they supported the progressives

**5.2.1.h**

1. **With respect to government-controlled public lands, Roosevelt generally favored**
2. absolute preservation in their natural states
3. leasing for unrestricted private exploitation
4. conswervation with carefully managed development
5. outright sale to private developers who could use the land in any way they wished

**5.2.1.e**

1. **Which statement describes both the “Square Deal” and the “New Freedom”?**
2. they were the legislative programs of reforming presidents
3. they stressed the importance of conservation
4. they were chiefly supported by Republicans
5. they included only political and legal reforms, not economic reforms

**5.2.1.i**

1. **The Federal Reserve System has improved on the earlier national bank system by providing for:**
2. Greater elasticity (ability to change) of credit and currency
3. A national bank under the direct control of the federal government
4. Complete control over all United States currency
5. A system for control of consumer credit